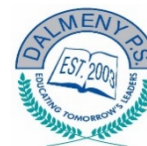


Dalmeny Public School

English Policy



1. POLICY STATEMENT

- 1.1 Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students.

Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.

Students should develop a love and appreciation of literature and learning that is challenging and enjoyable. The study of English develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

(English, K-10 Syllabus, NSW Education Standards Authority)

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

(English, K-10 Syllabus, NSW Education Standards Authority)

- 1.2 Planning for teaching and learning and assessment in English meet NSW Department of Education Policy Standards.

- 1.3 Assessment and evaluation are integral components of all English programs.

Students are:

- provided with opportunities to demonstrate the achievement of outcomes for their relevant stage of learning.
- engaged in relevant and reliable assessment strategies.
- assessed using valid data.
- provided with tasks that are time efficient and manageable.
- participate in a variety of activities to determine student achievement.
- engaged in work that is based on data which guides ongoing teaching and learning.
- monitored and evaluated as they progress through the syllabus.
- provided with reports in accord with school requirements and departmental and government policy.

- 1.4 Reports to parents on student achievement are provided in teacher and parent interviews and formal written reports at the end of semester one and semester two.

Outcomes and intended assessment strategies are outlined in all programs K – 6.

All students are provided with access to the English syllabus.

2. AUDIENCE and APPLICABILITY

- 2.1 This policy applies to all Dalmeny Public School staff, students and parents.

3. CONTEXT

- 3.1** The English Policy provides greater clarity in response to the delivery of a key learning area syllabus, assessment and reporting to parents.

RESPONSIBILITIES and DELEGATIONS

- 4.1** Dalmeny Public School Principal and School Executive will:

- ensure the currency of the English policy and support material
- provide oversight of the policy and implementation including advice and assistance to staff
- notify staff of changes to the policy.

5. MONITORING, EVALUATION and REPORTING

- 5.1** The principal, school executive and delegated teachers will:

- supervise policy implementation and report evaluations to the Director of Educational Learning NSW Public School

- 5.2** Director of Educational Learning for Glenfield Public Schools NSW will:

- monitor and support the implementation of the policy at Dalmeny Public School and report to Metropolitan North executive director.

- 5.3. Executive Directors will:**

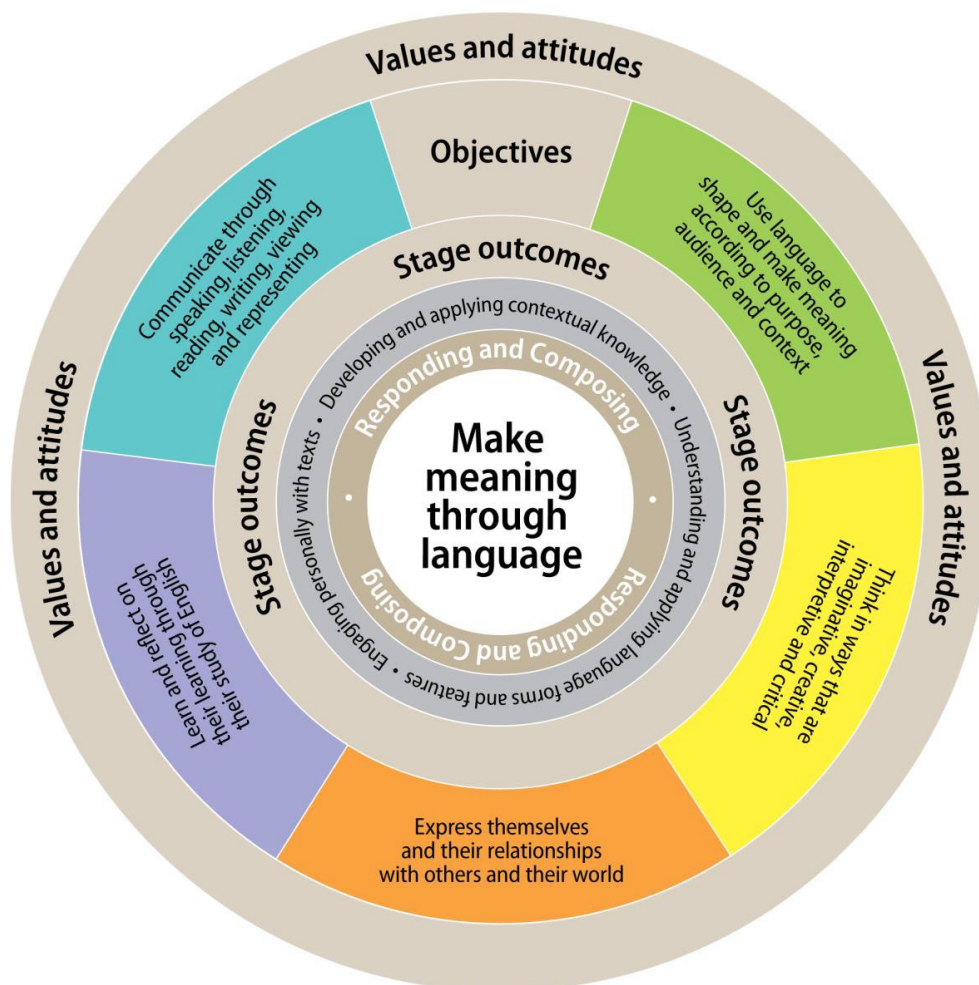
- collect information to inform the Directors, Early Learning and Primary Education and Secondary Education and for evaluation of the policy.

- 5.4. The Directors, Early Learning and Primary Education, and Secondary Education will:**

- monitor the implementation of this policy and will report annually, or as required, to the Executive Director, Learning and Teaching.

Policy Date: 9th September 2019

Date for review: May 2021 or as required.



Syllabus

Speaking and Listening (communicating)

Reading and Viewing

Writing and Representing

Grammar, Punctuation and Vocabulary

Spelling

Responding and Composing

Handwriting and using digital technologies

Thinking imaginatively and creatively

Expressing themselves

Reflecting on learning

Dalmeny Public School will provide quality learning experiences for each and every student in order to:

- ❖ develop knowledge, understanding and skills through the study of a range of texts such as spoken, print, visual, media, multi media and digital texts.
- Quality texts will provide students with intercultural experiences differing in time, people and countries and include poetry, drama, prose fiction and picture books.

Students will:

- communicate through speaking, listening, reading, writing, viewing,
- use language to shape and make meaning according to purpose, audience and context,
- think in ways that are imaginative, creative, interpretive and critical,
- express themselves and their relationships with others and their world and
- learn and reflect on their learning through their study of English.

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- ❖ appreciate and value

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences

- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

K – 6 CONTINUUM of LEARNING

Objectives: through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

A. communicate through speaking, listening, reading, writing, viewing and representing

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction	EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts	EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
ENe-2A composes simple texts to convey an idea or message	EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers	EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	EN3-2A composes, edits and presents well-structured and coherent texts
ENe-3A produces most lower case and upper case letters and uses digital technologies	EN1-3A composes texts using letters of consistent size and slope and uses digital technologies	EN2-3A uses effective handwriting and publishes texts using digital technologies	
ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies	EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies	EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies	EN3-4A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling	EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words	EN2-5A uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words	EN3-5A draws on appropriate strategies to accurately spell familiar and unfamiliar words when compo

B. use language to shape and make meaning according to purpose, audience and context

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language	EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts	EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features	EN3-6B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts
ENe-7B recognises some different purposes for writing and that own texts differ in various ways	EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter	EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts	ENe-7B recognises some different purposes for writing and that own texts differ in various ways
ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter	EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter	EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter	ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter
ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary	EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the	EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and	EN3-9B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose

when responding to and composing texts	type of text when responding to and composing texts	vocabulary relevant to the type of text when responding to and composing texts	clear and cohesive texts in different media and technologies
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C. think in ways that are imaginative, creative, interpretive and critical

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts	EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

D. express themselves and their relationships with others and their world

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences	EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences	EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own	EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

E. learn and reflect on their learning through their study of English

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning	EN1-12E identifies and discusses aspects of their own and others' learning	EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning	EN3-9E recognises, reflects on and assesses their strengths as a learner

Meeting the Needs of all Students

Students with Special Needs

Adjustments (measures or actions) in relation to teaching and learning and assessment are to be made to enable a student with special education needs to access syllabus outcomes and content and demonstrate the achievement of outcomes.

Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Dalmeny Public School will:

- provide continuing professional development in English in order to develop teacher understandings as well as the knowledge and skills to provide appropriate strategies in the classroom.
- provide for consistency in learning through a planned whole school approach.
- acquire, renew and review resources regularly to ensure they are relevant, practical and in good condition.
- support incursions and excursions relevant to quality teaching/learning in English.

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Teachers will:

- provide daily literacy sessions
- implement the syllabus, providing opportunities in learning that develop research skills and inquiry processes in the support of student learning.
- identify individual student needs through ongoing assessment.
- provide in- class support for students experiencing learning difficulties.

- provide meaningful quality learning situations in which students acquire deep knowledge, deep understanding, values and the appreciation of the study of English.
- provide real time, positive and constructive feedback for students, affirming what they know and guiding where to next.
- conduct meaningful, relevant assessment of student learning, teaching practices and English units taught.
- provide written reports to parents on student achievements at the end of Semester 1 and Semester 2.

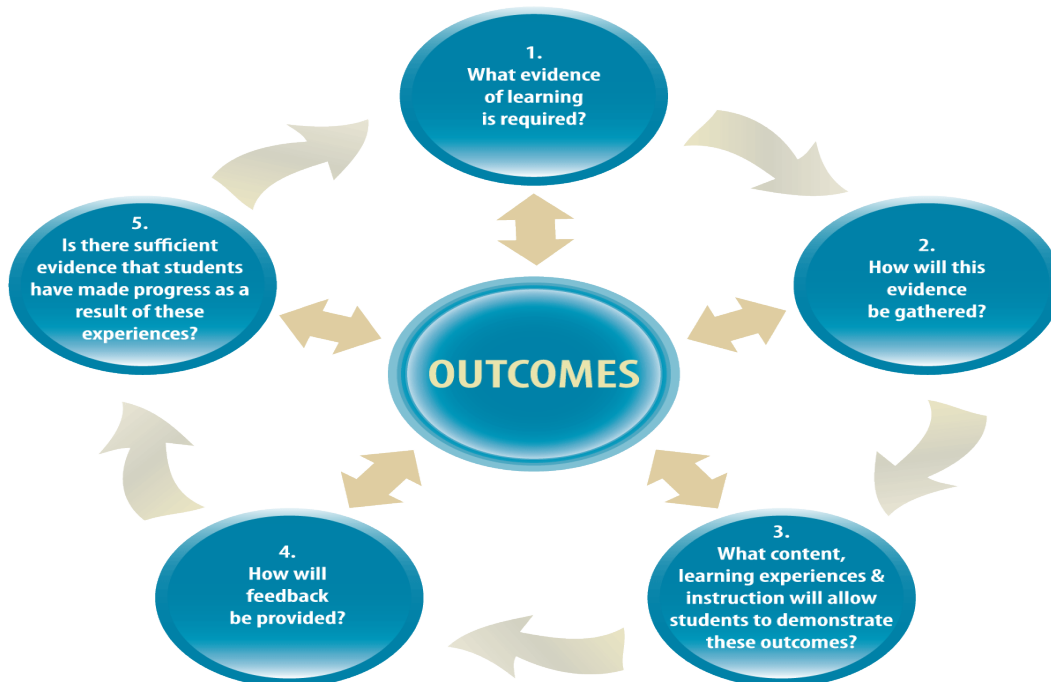
Students will:

- participate constructively in teaching and learning activities.
- engage in planning for their future learning directions.
- take responsibility for their role in positive and active learning.

Parents can support student achievement by:

- demonstrating a positive interest in their child's / children's learning.
- helping their child / children set a time and place for homework.
- sharing concerns or difficulties experienced by their child with the class teacher
- encouraging their child / children.

ASSESSMENT



Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Reporting

Descriptions of student achievement in English provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan future learning.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a semester of work.

LEARNING ACROSS THE CURRICULUM

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

The Board's syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⚙️

SAMPLE ENGLISH SCOPE AND SEQUENCE

Literacy Sessions 2 hours per day

Units of work implemented are at the discretion of teachers and stage supervisors.

EARLY STAGE 1

Term 1	Topic: Responding to literature Unit – ‘Let’s Read’ Discussing personal experiences and learning to express themselves	
	Outcomes: ENe-4A, ENe-8B, ENe-11D, ENe-12E	
8 hours per week	Focus Areas: <ul style="list-style-type: none"> • Modelled and shared reading and viewing of different types of texts • Skills and strategies for reading, viewing and comprehension • Composing simple texts and expressing themselves • Handwriting 	Types of Texts A variety of texts, including picture books and animations, for example <i>Alfie Gets In First</i> by Shirley Hughes, <i>Belinda</i> by Pamela Allen, <i>I’m Not Scared</i> by Jonathan Allen, <i>I’m the Best</i> by Lucy Cousins and <i>Invisible Me</i> by Wendy Binks.
2 hours per wk	Guided/modelled reading and spelling activities	A range of spoken texts, print texts, visual texts and other types of texts will also be used, as appropriate, throughout the term.
Term 2	Topic: This is me! Identity – what makes people similar and different and how does this affect their behaviour and feelings?	
	Outcomes: ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-8B, ENe-10C, ENe-11D, ENe-12E	
8 hours per week	Focus Areas: <ul style="list-style-type: none"> • Discussion and role-play • Shared and modelled reading • Building skills and knowledge in grammar, punctuation and vocabulary • Handwriting and using digital technologies • Composing informative texts 	Types of Texts Spoken texts, print texts, visual texts, media, multimedia and digital texts. <i>Olivia</i> by Ian Falconer; <i>Where the Wild Things Are</i> by Maurice Sendak; <i>When I was a Baby</i> by Deborah Niland; <i>Pearl Barley and Charlie Parsley</i> by Aaron Blabey.
2 hours per wk	Guided/modelled reading, spelling and comprehension activities	A range of other texts will also be used, as appropriate, throughout the term.
Term 3	Topic: Personal and Family Histories Family history and the history of others explored through a variety of texts, including digital, visual, picture, and multimodal books	
	Outcomes: ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-6B, ENe-7B, ENe-8B, ENe-10C, ENe-11D, ENe-12E	
8 hours per week	Focus Areas: <ul style="list-style-type: none"> • Shared and modelled reading to develop an appreciation of narrative • Responding to texts from a range of cultures • Composing simple texts (narrative and recount) to express themselves • Handwriting and using digital technologies 	Types of Texts Spoken texts, print texts, visual texts, media, multimedia and digital texts. <i>Tom Tom</i> by Rosemary Sullivan. Dreamtime Stories; Ernie Plays the Digeridoo; My Family; Are We There Yet?; In My Street
2 hours per wk	Guided/modelled reading, spelling and comprehension activities	A range of other texts will also be used, as appropriate, throughout the term.
Term 4	Topic: Living Things An exploration of living things, what they need to live and grow and how they are affected by daily changes and the seasons.	
	Outcomes: ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-6B, ENe-7B, ENe-8B, ENe-9B, ENe-10C, ENe-11D, ENe-12E	
8 hours per week	Focus Areas: <ul style="list-style-type: none"> • Shared reading, writing, speaking and listening • Informative and imaginative texts • Grammar, punctuation and vocabulary, including rhyme and repetition • Responding to and composing informative texts • Handwriting and using digital technologies 	Types of Texts Spoken texts, print texts, visual texts, media, multimedia and digital texts. <i>Giraffes Can’t Dance</i> <i>Jeremy</i> <i>Diary of a Wombat</i>
2 hours per wk	Guided/modelled reading, spelling and comprehension activities	A range of other texts will also be used, as appropriate, throughout the term.

	Topic: Let’s Talk!
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Term 1	<p>This unit, integrated with PDHPE outcomes, is designed to promote an understanding of how to build interaction skills and use language to build friendships and maintain them. Students learn how to choose appropriate language to demonstrate respect towards others. Students read the picture book, <i>Whoever You Are</i>, by Mem Fox and discuss the key ideas about diversity and accepting others. They reflect on the different languages spoken in their community and alternative forms of communication, including assistive technology and nonverbal communication. They practise using language appropriate to audience and purpose.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>		
	<p>Outcomes: EN1-1A, EN1-4A, EN1-5A, EN1-6B, EN1-7B, EN1-8B. Other: GDS1.9, IRS1.11, INS1.3</p> <table border="1"> <tbody> <tr> <td> <p>Reading Guided/Modelled reading</p> <ul style="list-style-type: none"> • story illustration • interpreting characters and events in literary texts • the behaviour of characters • simple expressions of points of view • reading more complex texts </td> <td> <p>Spelling Weekly spelling focus</p> <ul style="list-style-type: none"> • story illustration • interpreting characters and events in literary texts • the behaviour of characters • simple expressions of points of view • reading more complex texts </td> </tr> </tbody> </table>		<p>Reading Guided/Modelled reading</p> <ul style="list-style-type: none"> • story illustration • interpreting characters and events in literary texts • the behaviour of characters • simple expressions of points of view • reading more complex texts
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Term 2	<p>Topic: Living in Communities</p> <p>This unit, integrated with History outcomes, explores the concept of communities and the changes and continuities in family life in the local community over time, including the lives of students, parents and grandparents. A range of books, visual and multimedia texts about family celebrations and traditions, leisure activities and changes in technology and communication over time are used as the basis for students' recording of their family's history and traditions. Students will record information gained, construct imaginative texts and use computer technology to create presentations to share their knowledge with parents and peers.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Text E.g. <i>Clancy and Millie and the Very Fine House</i> by Libby Gleeson, <i>Mirror</i> by Jeannie Baker, <i>Collecting Colour</i> by Kylie Dunstan.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>		
	<p>Outcomes: EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-11D, EN1-12E. Other: HT1-1 and HT1-4</p> <table border="1"> <tbody> <tr> <td> <p>Reading Guided/Modelled reading</p> <ul style="list-style-type: none"> • clusters and categorises ideas • reading more complex texts about less familiar topics • where, why, when and how • literary texts, poems, illustrations, films, visual texts </td> <td> <p>Spelling Weekly spelling focus</p> <ul style="list-style-type: none"> • letter–sound relationships, reading & spelling unknown words • common letter patterns and letter–sound correspondence when writing texts • spelling known sound and sight words • a variety of strategies to spell words </td> </tr> </tbody> </table>		<p>Reading Guided/Modelled reading</p> <ul style="list-style-type: none"> • clusters and categorises ideas • reading more complex texts about less familiar topics • where, why, when and how • literary texts, poems, illustrations, films, visual texts
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Term 3	<p>Topic: Journeys</p> <p>The concept of journeys is explored through a range of spoken, print and digital texts about transport, including timetables, itineraries, travel brochures, poems and presentations by parents, grandparents and guest speakers about particular journeys. Students can begin to express their point of view about different aspects of the topic such as interesting methods of travel, unusual or memorable experiences.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Texts: <i>Discovery at Paradise Island</i> by Sharon Boyce, <i>Here's a Little Poem Anthology</i> compiled by Jane Yolen, <i>Is Your Grandmother a Goanna?</i> by Pamela Allen</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>		
	<p>Outcomes: EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-11D, EN1-12E</p> <table border="1"> <tbody> <tr> <td> <p>Reading Guided/Modelled reading</p> <ul style="list-style-type: none"> • strategies to locate information • interpreting more complex story illustrations, characters and events in literary texts related to experience • shared and guided reading and responding to questions about texts </td> <td> <p>Spelling Weekly spelling focus</p> <ul style="list-style-type: none"> • sight words and high-frequency words when writing a text • common letter patterns and letter–sound correspondence when writing texts • a variety of strategies to spell words </td> </tr> </tbody> </table>		<p>Reading Guided/Modelled reading</p> <ul style="list-style-type: none"> • strategies to locate information • interpreting more complex story illustrations, characters and events in literary texts related to experience • shared and guided reading and responding to questions about texts
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Term 4	<p>Topic: Fantasy Heroes</p> <p>Using a range of print and digital texts students explore the fantasy genre. Students identify and discuss common features of plot, fantasy characters and what constitutes the hero in these texts. They create their own fantasy text to share with their peers using the medium of their choice.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Texts: <i>April Underhill</i>, <i>Tooth Fairy</i> by Bob Graham, <i>Beware of the Storybook Wolves</i> by Lauren Child, <i>Look, a Book!</i> by Libby Gleeson.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>		
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<p>STAGE 2</p>			

Term 1	Topic: <i>Darius Bell and the Glitter Pool</i> by Odo Hirsch Through a variety of shared reading, writing, speaking and listening activities, students investigate effective techniques used by authors to engage readers. Analysing these techniques, students develop skills to apply these devices to their own writing. They compose imaginative texts such as descriptions and narratives. Language focuses will include complex sentences, quoted speech, noun groups, adjectives, idioms and apostrophes.			
	Outcomes: EN2-1A, EN2-3A, EN2-4A, EN2-8B, EN2-9B, EN2-10C; other: EN2-2A, EN2-5A, EN2-7B			
	Reading Guided/Modelled reading <ul style="list-style-type: none"> specific skills and strategies for reading comprehension strategies to build literal and inferred meaning 		Spelling <ul style="list-style-type: none"> morphemic word families better combinations spelling rules word origins homophones alphabetical order 	
Term 2	Topic: <i>Pictures tell the story!</i> Wordless picture book and film study			
	Focus 5 – 6 weeks Through a variety of shared reading, writing, speaking and listening activities, students develop their understanding of how stories can be communicated using still and moving images. Through an in-depth study of a wordless picture book and an animated short film, they explore how visual narratives are constructed. They engage in interpretation of the settings, events, characters and themes expressed in texts. Students also experiment with digital tools and processes to compose their own multimodal texts and narratives.	Integrated PDHPE 3 – 4 weeks Food glorious food Example text: <i>World Food Alphabet</i> by Chris Caldicott <i>Tuesday</i> by David Wiesner	Reading 10 wks <ul style="list-style-type: none"> specific skills and strategies for reading comprehension strategies to build literal and inferred meaning 	Spelling 10 wks <ul style="list-style-type: none"> morphemic word families letter combinations spelling rules word origins alphabetical order
	Outcomes: EN2-3A, EN2-8B, EN2-10C, EN2-11D, EN2-12E; other: EN2-2A	Outcomes: EN2-1A, EN2-4A, COS2.1, INS2.3, ALS2.6	Outcomes: EN2-5A	Outcomes: EN2-4A, EN2-8B, EN2-10C
	Topic: <i>Convince me! I don't believe it!</i> Persuasive techniques			
Term 3	Through shared reading, writing, speaking and listening activities, students study persuasive techniques. They analyse and compose a range of persuasive texts, including advertisements, arguments, persuasive letters, expositions and discussions. They plan and rehearse simple oral texts, including presentations, for a variety of audiences and purposes.			
	Outcomes: EN2-3A, EN2-5A, EN2-6B, EN2-7B, EN2-10C; other: EN2-1A, EN2-2A, EN2-4A, EN2-8B, EN2-9B, EN2-11D			
	Reading Guided/Modelled reading <ul style="list-style-type: none"> specific skills and strategies for reading comprehension strategies to build literal and inferred meaning Outcomes: EN2-4A, EN2-8B, EN2-10C		Spelling <ul style="list-style-type: none"> morphemic word families letter combinations spelling rules word origins Outcomes: EN2-5A	
	Topic: <i>Did you know?</i> Informative texts and source analysis			
Term 4	In this unit, students engage in reading, writing and discussion about celebrations and commemorations in Australia and around the world. They engage in shared reading of Dreaming stories, with a focus on meaning and comprehension. Students develop their research skills to locate information and compose a range of informative texts, including information reports about global celebrations and commemorations and those of major world religions. They analyse a range of sources and visual texts, including maps and photographs, in order to investigate the past.			
	Outcomes: EN2-1A, EN2-3A, EN2-8B; other: EN2-2A, EN2-4A, EN2-5A, EN2-6B, EN2-7B, EN2-9B, EN2-10C			
	Reading Guided/Modelled reading <ul style="list-style-type: none"> specific skills and strategies for reading comprehension strategies to build literal and inferred meaning Outcomes: EN2-4A, EN2-8B, EN2-10C		Spelling Weekly spelling focus <ul style="list-style-type: none"> morphemic word families letter combinations spelling rules word origins homophones Outcomes: EN2-5A	

STAGE 3

	Topic: <i>Relationships</i>
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<p>Term 1</p> <p>10 wks</p> <p>5 – 7 hours per week</p>	<p>This unit focuses on the power of friendships, the importance of networks of friends, anti-bullying behaviours, stereotypes and prejudices through a variety of imaginative, informative and persuasive texts beginning with the focus text, <i>Hating Alison Ashley</i>, by Robin Klein (book or script). In addition, students read, view and respond to a variety of spoken, print and digital texts that build their field of understanding on the topic and investigate how text structures and language features work together to communicate ideas. They experiment with these techniques in their own compositions about relationships. Students identify features of texts that convey information about stereotypes, explore the social and ethical dilemmas encountered in these texts and discuss aspects of experience that are common as well as recognising difference.</p> <p>Text: <i>Hating Alison Ashley</i> by Robin Klein. Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p> <p>Outcomes: English EN3-2A, EN3-3A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. PDHPE COS3.3, INS3.3, GDS3.9, IRS3.11, SLS3.13</p> <p>Language Focus:</p> <ul style="list-style-type: none"> • Use of first- and third-person narration • Evaluative language, including emotive language and modality • Possessives, including the apostrophe • Irony and humour • Idiom appropriate to context <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>
<p>Term 2</p> <p>10 wks</p> <p>5 – 7 hours per week</p>	<p>Topic: Survival in our world</p> <p>Students read the picture book, <i>Where the Forest Meets the Sea</i>, by Jeannie Baker and identify and discuss the environmental issues presented in the text. They also read/view a variety of other texts about these issues, assess the reliability of these sources and analyse how they are presented. Students compose imaginative and persuasive texts about aspects of sustainability. Students identify features of their local environment and how these affect living things. In small groups they design a plan or model for a built environment that meets the needs of users and incorporates sustainable environmental practices. They present their findings using a multimodal presentation and reflect on their own learning achievements.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p> <p>Outcomes: English EN3-1A, EN3-2A, EN3-3A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. Science and Technology ST3-2VA, ST3-4WS, ST3-5WT, ST3-11LW, ST3-14BE</p> <p>Language Focus:</p> <ul style="list-style-type: none"> • Topic sentences • Complex sentences • Main and subordinate clauses • Connectives to show cause and effect • Objective and subjective language • Commas to separate clauses <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>
<p>Term 3</p> <p>10 wks</p> <p>5 – 7 hours per week</p>	<p>Topic: Australia grows to nationhood</p> <p>Students read or view <i>My Place</i> by Nadia Wheatley and discuss how Australia developed and changed as a society. They identify and analyse the features of the text that represent these ideas. Students read, view, discuss and compose a variety of texts that explore how Australia developed and changed as a society. They compare the different ways these texts represent ideas and events. Aspects of Australian human rights, such as those affecting Aboriginal and Torres Strait Islander peoples (the Stolen Generations), migrant people, women and children (e.g. Australian Democracy) can be explored in this unit through a variety of different types of texts.</p> <p>Texts: <i>A Banner Bold: The Diary of Rosie Aarons</i> by Nadia Wheatley and <i>Picture Australia</i> from the Trove website. Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p> <p>Outcomes: English EN3-1A, EN3-2A, EN3-3A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. History HT3-3, HT3-4, HT3-5</p> <p>Language Focus:</p> <ul style="list-style-type: none"> • Noun groups/phrases • Adjectives groups/phrases • Connectives to indicate time • Verb groups • Active and passive voice, including nominalisation • Emotive language • Evaluative language <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>
	<p>Topic: Global connections</p>

<p>Term 4</p> <p>10 wks</p> <p>5 – 7 hours per week</p>	<p>Using the text <i>Japan Diary</i> by Trudy White, students analyse how two different cultures (Australia and Japan) are represented. Students read and/or view a variety of other publications of various organisations working in the area of social justice with groups such as children and refugees, e.g. UNICEF and World Vision and interpret, analyse and compare the information and ideas and the ways they are represented. As students consider the individual and national responsibilities of global citizens of the 21st century they compose a variety of texts, including a persuasive piece such as a speech, magazine article or letter that focuses on facilitating equity and justice for others through personal choices and actions.</p> <p>Texts: <i>Japan Diary</i> by Trudy White, <i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr, <i>Mao's Last Dancer: Young Readers Edition</i> by Li Cunxin, UNICEF and World Vision publications.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>
	<p>Outcomes:</p> <p>English EN3-1A EN3-2A, EN3-3A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D EN3-9E</p>
	<p>Language Focus:</p> <ul style="list-style-type: none"> • Connectives to indicate condition/concession • Emotive language • Evaluative language • Imagery • Complex sentences <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p> <ul style="list-style-type: none"> • Topic sentences • Complex sentences • Main and subordinate clauses • Connectives to show cause and effect • Objective and subjective language • Commas to separate clauses <p><i>Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing</i></p>